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ABSTRACT

Because the last validity study on the Minnesota Scholastic Aptitude Test (MSAT) scores and high school rank for predicting grades in Minnesota colleges was made in 1963, the present study was made to re-establish these validities and to update the interpretive guides. Tables include the correlations of high school rank, MSAT scores, and first quarter grades in Minnesota colleges. Also, norms and expectancy tables for first year grade point average based on Fall 1968 college freshmen are given for University of Minnesota colleges, and for private liberal arts colleges, state colleges, and junior colleges in Minnesota. (AG)

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PREDICTING COLLEGE GRADES OF MINNESOTA HIGH SCHOOL STUDENTS

by

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TM 000 832

Predicting College Grades of Minnesota High School Students[1]

For more than 40 years the Minnesota College Statewide Testing Program has served the process of transition between high school and college for Minnesota students. High school rank and aptitude scores from the program are important parts of the admission process in many Minnesota colleges. They are explicit admission criteria for several colleges, and at others they are acceptable criteria for early admission or in cases where national test scores are missing. In most Minnesota colleges the statewide scores are used as confirmation of other evidence, to aid decisions in marginal cases, or to resolve discrepancies in other information. Results of the program are the basis for awarding Minnesota merit scholarship. Although application of the information in selection was originally the primary purpose of the program, counseling of students with respect to college choice is now a more important application. In high schools the data are used to help students understand themselves in relation to their decisions about which type of post-high school education to seek and where to obtain it. In colleges, by supplying the basis for assured responses to pre-application inquiries and recommendations, the results save potential applicants considerable time and money. Perhaps the most extensive use of the program is in recruiting. Many Minnesota colleges rely on it heavily to enable them to identify and inform appropriate students about the programs of their institutions. Finally, the every-student coverage of the statewide

[1]The expert assistance of Veronica Schultz in supervising the data processing and analysis for this study is gratefully acknowledged.

program supplies essential information on students' abilities, plans, and needs, for educational research, planning, and policy development.

Every application of statewide test results rests on the assumption that the scores in the program are valid measures of scholastic aptitude and that this validity can be interpreted in ways that are practically meaningful to persons making decisions. The validities of Minnesota Scholastic Aptitude Test (MSAT) scores and high school rank for predicting grades in Minnesota colleges were established by Swanson, Merwin, and Berdie (1963) for students entering Minnesota colleges in 1961, and expectancy tables to aid in interpreting these validities in guidance of students were prepared from data on 1959 and 1961 freshmen (Merwin, Swanson, and Berdie, 1963). Although individual colleges have since conducted additional studies of their own students, the 1963 studies were the last on a statewide basis. With the changes that have taken place in both secondary and higher education in recent years, re-establishment of the validities of the statewide scholastic aptitude indexes and updating of the interpretive guides to application of the results is essential to their continued use. The present study was undertaken to meet these needs.

Procedure

Population

Students included in the study were all freshmen from Minnesota high schools who entered Minnesota colleges in the Fall of 1968. To provide larger groups and more stable results for colleges with freshman classes of less than 100, 1967 freshmen from such colleges also were included.

Variables

The criterion variable was first-term college grade average (GPA). The basic predictors were high school rank (HSR) and MSAT raw score. Most MSAT scores were for Form C. Form A scores were adjusted to be equivalent to Form C scores. In addition national test scores (ACT and SAT) were obtained.

Compilation of Data

In 1968 the president of each college in the Association of Minnesota Colleges was contacted with a request to participate in the study and to indicate the person who would be responsible for supplying information from the college. A copy of the earlier expectancy table for the college was included to illustrate how the data would be analyzed and presented. The follow-up request for the data themselves went to the colleges in April 1969. (Data for state junior colleges were obtained from the central junior college data file.) Colleges were given the option of either supplying complete data on each student without identifying individual students, or supplying just GPA and national test scores, in which case student names, high school names, and dates of graduation were required so that HSR and MSAT scores could be obtained from Statewide Testing Program files.

Analysis

Product moment correlations of HSR, MSAT, ACT composite scores, SAT-V and SAT-M scores with GPA were computed; and the multiple correlations of HSR and each test with the GPA criterion were determined separately for males and females in each college. In addition the correlations between MSAT and ACT and SAT scores for students in each type of college were obtained.

Expectancy tables based on HSR and MSAT scores were produced separately for male and female students in each college. For most colleges the predictor distributions were divided into fifths. The criterion distribution, first-term GPA, was divided at 2.00 and at 3.00. The proportion of the total number of students in each predictor group who had criterion scores above each of the cutting points was computed. Thus the tables were constructed to show the percentages of students in each fifth of the predictor distribution who obtained an average first-term GPA of C or better and of B or better. For the more selective institutions the top predictor range was divided in two, making six ranges in all. With this exception the same predictor ranges were used for all colleges to facilitate comparisons and avoid confusion, because the tables are expected to be used in guidance of students considering attendance at various colleges. Caution should be used to avoid comparing grade expectations for scores in the top category (upper 10 percent) for the selective schools with expectations for scores in the top category (upper 20 percent) for the other colleges. Predictors were grouped into just five or six categories rather than a larger number that would permit more discriminating probability estimates because the stability of the estimates is determined not by the total number of cases but by the number in each predictor range (i.e., each row of the tables). As it is, some ranges for small schools and even for large schools with skewed predictor distributions have too few cases for the computation of reliable proportions. The tables contain no expectancies for predictor ranges with fewer than 10 cases, but even with an N of 10 the standard error of the percentage may be as large as 16. With an N of 50 the stan-

dard error is not larger than 7. Because the classes on which the percentages are based are obviously not random samples from the schools' populations of entering students, interpretation of the standard error in terms of expected variation for future classes is not possible; but it is clear that the expectancies based on small N's should be used with extra caution.

Results

Prediction of College Grades

Correlations of each predictor variable with GPA are given in Table 1 for males and in Table 2 for females. Also shown are the multiple correlations with GPA of HSR and MSAT and of HSR and whichever national test--ACT or SAT--is used in each college. The median coefficients for each type of institution as well as the coefficients for each college are shown. Corresponding means and standard deviations are listed in a companion report (Perry, Swanson and Joselyn, 1971).

Interpretation of all the correlations and of the changes from the previous survey requires knowledge of the freshman admission circumstances in each college, but some general observations may be made.

As was found earlier, grades of women are generally more predictable than those of men, although there is little difference in the private liberal arts colleges.

Validity coefficients are quite consistent among state colleges but tend to vary more within other groups of institutions. Median validities for all types of college are similar, except for the University of Minnesota, for which the medians are somewhat lower. This pattern of lower coefficients for the University appeared in the 1963 study. The validity

coefficients of MSAT for males have remained much the same, on the average, as in the earlier study, and so have the validities of HSR for liberal arts college females. Other validities, especially in the state and junior colleges, have declined somewhat, with the result that students' grades in these institutions are no longer more predictable than those in private colleges. This finding is surprising in view of the substantially greater homogeneity of the private liberal arts students, especially with respect to HSR.

High school rank continues to be the best single predictor. Of the other predictors, MSAT and ACT composite have approximately equivalent validities in the state junior colleges, whereas in the University and in state and private colleges ACT has somewhat higher validities. The validities of MSAT and SAT in the private colleges are similar. These kinds of comparisons must of course be interpreted with extreme caution because the validities of the variables for predicting grades of enrolled students are differentially affected by the selection practices of the colleges. Because the predictor variables are all intercorrelated, the validities of all of them are likely to be lowered by selection practices; but, to the extent that a variable enters explicitly into selection decisions, the validity of that variable is especially likely to be reduced. Thus the validity coefficients of HSR and SAT in the private colleges and of HSR and MSAT in the University are especially likely to be underestimates. State college validities are probably attenuated very little, but only among the "open door" junior colleges can the coefficients be accepted at face value.

The multiple correlations indicate that in general MSAT and either national test, when combined with HSR,have approximately the same validi-

ties. Even among individual colleges there are very few in which one combination is appreciably superior to another.

The overall results of the validity analysis indicate that, despite a slight decline in the predictability of grades in the state colleges and junior colleges, HSR, MSAT, ACT and SAT continue to be valid predictors of college grades and can, therefore, serve as useful aids for both colleges and students in reaching decisions about college entrance.

Test Intercorrelations

The extent to which the various scholastic aptitude tests measure the same thing is indicated by the correlations between MSAT and ACT composite and SAT-Verbal shown in Table 3. The correlations are substantial, considering that the tests were taken about a year apart on the average, but they are not as high as would be expected for retest correlations of equivalent forms of the same instrument. The tendency for the correlations to be highest for students in the more selective institutions is puzzling because the effects of selection would be expected to influence the correlations in just the opposite way. It may be that one or both of MSAT and ACT measure less reliably in part of the range of ability included in the open-admission colleges, or it may be that the students in these colleges tend to be less consistent in their performance.

The results suggest that a combination of MSAT and ACT scores is more likely for junior college students than for others to provide useful information beyond that provided by either score alone. Additional research is needed to determine just how the scores should be used. A linear combination of scores determined by multiple regression would suffice to overcome

unreliability; but to deal with intra-student variability a non-linear approach, perhaps using differences between test scores to differentiate students for whom the tests are good predictors from those for whom they are of little value, would be most effective.

Expectancy Tables

Expectancy tables, showing the percentages of freshmen in each fifth of the HSR and MSAT distributions who obtained average grades of C or above and of B or above, are given for each Minnesota college in Table 4. The tables are presented separately for males and females for each college in which there were sufficient numbers of each sex. No table is presented for a group in which the validity coefficient is less than .2.

Applying Expectancy Tables

Application of the expectancy tables can be illustrated with the scores of Linda, who has always done above average but not outstanding work in school (HSR=63) and has been developing a serious interest in art, in which she seems to have some talent. She wants a "good, general education" and plans to obtain it at the University of Minnesota, which she can attend while living at home. Her MSAT score of 36 is consistent with her high school record (junior percentile=68), and is sufficient to enter the College of Liberal Arts (college percentile=58). Linda's HSR is in the 60-79 range of the CLA expectancy table, which is clearly below average for CLA females (above 12% and below 59%) but indicates a reasonable probability (67%) of obtaining at least a C average. Her chances of getting a B average or better are not high (10%). Information provided by the MSAT expectancy table is consistent. Her college percentile, in the 40-59 range, is in the lowest

quarter of entering CLA students and shows grade probabilities nearly identical to the HS R table. Linda has been considering, besides CLA, the applied arts program in the School of Home Economics. According to the AFHE expectancy tables Linda's scores are below average for entering freshmen here also, but not quite so far below, and her chances of getting satisfactory grades are somewhat higher (70% and 80%). Properly interpreted these data can help Linda understand some differences between the two colleges, consider the kind of program and level of intellectual challenge most appropriate for her, and stimulate her to seek further information to help her resolve the choice.

Expectancy tables do not require a normal bivariate distribution underlying their interpretation, and they avoid an unwarranted appearance of precision. The uncertainties associated with measurement error and degree of relationship between the variables are reflected by the probability figures themselves. However, there are important cautions to be observed in using expectancy tables, cautions which reflect the fact that the tabled figures are actually proportions of previous classes rather than probabilities of future performance. (It has been suggested that they be called experience tables rather than expectancy tables.) First , in interpreting the figures as expectancies for new students we must assume that the composition of the new classes will be the same with respect to academic ability as the classes on which the tables are based and that they will be treated the same, i.e; ,that grading practices will remain the same. (Theoretically, it is unnecessary to assume that class composition remains the same if absolute marking standards do not change; but , because most grading is at least partly relative, it is more realistic to expect that a marked change

in class composition will change the expectancies.) Entering classes will differ somewhat from year to year; but, unless there is a definite change in policy, such as an increase in admission standards, the differences are likely to be slight enough to maintain the validity of the expectancy tables from year to year. Over a period of years, however, such changes can cumulate, so the tables must either be reasonably current or be accompanied by evidence of consistency such as predictor and criterion distributions that remain the same from year to year, if they are to be relied on. Second, as noted above, it is important that each table be based on a group large enough to provide stable proportions. Like the standard error of estimate the expectancies reflect uncertainty due to measurement and prediction error but not that due to sampling variation. Finally, expectancy tables are necessarily based on the experiences of enrolled students, and these students form populations that differ from high school seniors in ways varying from one college to another, as a result of both college admissions policies and practices and students' college selection decisions. To refer a student's score to a given expectancy table it must be reasonable to consider him a potential member of the population on which the table is based. If the table shows no scores in the range containing the student's score, it is clear that the table is not applicable to him. Even if a small percentage of the class had similar predictor scores, these students were atypical of their classmates with respect to these scores; and, inasmuch as they were enrolled despite this atypicality, they are likely to be atypical in unknown ways of students with similar scores. Thus, not only expectancies based on small N's, but also those based on small proportions of the class, should be viewed with caution.

Consider, for example, Michael's HSR of 36. The expectancy table for the U of M College of Liberal Arts indicates that Michael's chances of obtaining passing grades (57%) or a B average or better (11%) are slightly larger than those of boys with HSR's in the next higher range of 40-59. The first explanation to be considered for an anomaly of this kind in the tables is a small number of cases, but in this case the N of about 70 (4 percent of 1781) should be sufficient to avoid fluctuations of this size merely because of sampling error. As noted above, students who enroll in a college despite very low predictor scores are likely to have special strengths in other areas or high scores on other predictors. Unless Michael has such strengths he would be unwise to rely too heavily on the tabled expectancies. For CLA, of course, because of the admission requirement of an average HSR and MSAT percentile of 50, enrolled students with HSR's of 20-39 can be expected to have MSAT percentiles of at least 61-80.

The HSR ranges in the tables are based on within-school HSR percentiles for all juniors, whereas the MSAT ranges are based on the percentile scores for entering college freshmen. Thus, the tables for the two variables present somewhat different information, not only because of their different content but because they use different divisions of the total ability range. It is to be expected, therefore, that expectancies obtained from the HSR and MSAT tables will not always agree. For example, Norma is thinking of going to St. Cloud State College, and referral of her MSAT percentile of 40 to the expectancy table indicates that her chances of obtaining passing grades on the average are 70 percent, but according to the HSR table her HSR of 39 gives her only a 30 percent chance of getting a C average. Which is correct? Part of the discrepancy may be ascribed to the fact that Norma's

scores are at the upper edge of one interval and at the lower edge of the other. The coarse grouping results in some inaccuracy. Thus Norma's chances of a C average are undoubtedly more like those of a student with HSR of 40, for which the tabled probability is 57 percent, than like those of a student whose HSR is 20, which is in Norma's interval with 30 percent probability. Some interpolation of probabilities may be made to adjust for this phenomenon, but even with such adjustments Norma's two predictions are discrepant. To determine which is more valid Norma should consider with her counselor such information as whether special problems or responsibilities, which would not affect her college work, have held her high school grades down; whether her other test scores confirm the ability indicated by the MSAT score or suggest that it is singularly high; whether Norma's academic motivation and study habits have changed in such a way as to give her a better chance of success in college than her high school grades indicate.

As the considerations above suggest, the expectancy tables do not in themselves decide whether or not a student should attend a given college. The same probability of success that leads one student to choose a college may lead another to look elsewhere. A 30 percent chance of success may encourage one student, whereas a 70 percent chance may discourage another. Nor should the tables be used to "shop" for a college by seeking to identify the college in which the student has the best chance of obtaining good grades. But they do provide information, suggest additional questions, and supply some answers to help clarify tentative choices or narrow the field of possibilities.

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TABLE 1

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Males

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR+ MSAT	HSR + ACT or SAT
1	178	.54	.51		.32	.41	.55	.57
2	100[1]	.61	.44		.50	.42	.62	.66
3	72	.27	.44				.49	
4	171	.52	.46	.56			.57	.60
5	94[1]	.71	.62	.73			.75	.79
6	190	.50	.43		.38	.43	.56	.58
7	110	.56	.43		.45	.33	.60	.62
8	127	.50	.31		.35	.27	.53	.55
12	238	.46	.25		.25	.19	.48	.48
13	123[1]	.59	.34	.43			.59	.60
17	312	.50	.47		.46	.42	.57	.57
18	16	.65	.76	.74			.86	.77
20	33	.55	.		.27	.01	.57	.57
Median		.54	.44	.65	.37	.37	.57	.59
University of Minnesota								
AFHE	234	.54	.36	.45			.57	.58
CLA	1765	.40	.35	.42			.48	.49
Crookston	118[1]	.41	.28	.34[3]			.44	.34[3]
Duluth	696	.51	.44	.50			.55	.56
Education	20[1]	.44	.38	.34			.56	.48
GC	463	.31	.17	.35			.35	.43
IT	590	.38	.34	.40			.44	.47
Morris	229	.50	.42	.45			.58	.56
Median		.42	.36	.42			.52	.49
State Colleges								
1	360	.56	.42	.50			.60	.61[4]
2	927	.50	.36	.26[4]			.52	.51[4]
3	414	.55	.43	.52			.59	.62
4	916	.52	.32	.39			.54	.54
5	270	.42	.40	.44			.50	.50
Median		.52	.40	.44			.54	.54

TABLE 1 (cont'd)

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Males

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Jr. Colleges[2]								
1	196	.60	.50	.58			.62	.64
3	82	.66	.51	.44			.69	.68
4	61	.64	.42	.47			.66	.65
6	114	.52	.39	.41			.52	.53
7	144	.50	.40	.37			.51	.50
8	106	.57	.44	.34			.59	.57
9	258	.42	.28	.28			.42	.42
10	151	.58	.38	.47			.58	.58
11	157	.45	.35	.46			.48	.50
12	149	.67	.41	.68			.67	.75
15	114	.37	.13	.04			.37	.38
16	81	.53	.57				.61	
17	321	.31	.29	.31			.36	.35
18	311	.39	.25	.32			.41	.42
19	461	.34	.26	.32[5]			.37	.37[5]
20	301	.32	.10	.40[6]			.33	.35[6]
21	40	.55	.49	.40			.56	.55
Median		.52	.39	.40			.52	.52
Private Jr. Colleges								
2	20[1]	.66	.46	.47			.71	.67
14	40[1]	.76	.31	.42			.77	.76

---

1 Two classes (1967, 1968) included
2 Transfer courses only
3 N=60
4 N=375
5 N=388
6 N=269

TABLE 2

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Females

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
Private Liberal Arts								
1	205	.47	.45		.39	.30	.50	.52
2	138[1]	.49	.50		.60	.32	.56	.64
3	23	.54	.20				.55	
4	193	.66	.56	.51			.69	.67
5	120[1]	.55	.53	.61			.60	.64
6	235	.48	.38		.41	.45	.52	.56
7	111	.50	.42		.38	.24	.56	.57
8	142	.31	.28		.38	.18	.37	.44
10	257[1]	.55	.47		.39	.42	.61	.59
11	217	.56	.46		.44	.43	.61	.61
18	38[1]	.71	.63	.77			.78	.80
20	61[1]	.61	.67		.65	.63	.71	.78
15	167[1]	.55	.44	.44			.60	.61
Median		.55	.46	.56	.40	.37	.60	.61
University of Minnesota								
AFHE	179	.58	.39	.53			.59	.62
CLA	1948	.46	.44	.49			.56	.56
Crookston	20[1]	-.07	.17	.08[3]			.28	.22[3]
Dent Hyg	31[1]	.28	.56	.67			.61	.67
Duluth	561	.60	.59	.62			.67	.68
Education	50[1]	.48	.27	.60			.53	.70
GC	287	.26	.30	.37			.40	.45
IT	23	.43	.71	.67			.72	.67
Morris	165	.57	.44	.45			.62	.61
Median		.46	.44	.53			.59	.62
State Colleges								
1	356	.57	.43	.55			.59	.63
2	1079	.56	.44	.55[4]			.59	.61[4]
3	430	.55	.44	.45			.59	.58
4	1004	.51	.43	.47			.56	.58
5	361	.59	.49	.53			.64	.64
Median		.56	.44	.53			.59	.61

TABLE 2 (cont'd)

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Females

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Junior Colleges[2]								
1	156	.72	.55	.56			.73	.73
3	65	.54	.55	.42			.59	.56
4	35	.66	.54	.63[5]			.68	.72[5]
6	68	.71	.54	.74			.73	.81
7	156	.59	.50	.45			.61	.59
8	53	.62	.61	.61			.69	.67
9	272	.40	.30	.32			.42	.41
10	121	.60	.44	.49			.62	.63
11	69	.51	.45	.45			.54	.52
12	76	.64	.36	.39			.65	.65
15	60	.28	.23	.19			.33	.32
16	47	.63	.58				.66	
17	200	.50	.35	.45			.52	.53
18	172	.38	.35	.38			.43	.44
19	200	.61	.40	.44			.62	.62
20	174	.49	.34	.38			.51	.51
21	40	.75	.46	.47			.75	.76
Median		.60	.45	.45			.62	.60
Private Junior Colleges								
2	21[1]	.88	.71	.76			.88	.88
13	19	.39	.22	.29			.39	.39
22	125	.55	.42	.46			.59	.58

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1 Two Classes (1967-1968) included
2 Transfer course only
3 N=18
4 N=479
5 N=33

TABLE 3

Correlations of Minnesota Scholastic Aptitude Test
with ACT Composite and CEEB Scholastic Aptitude Test Verbal

	MSAT with ACT-C	
	r	N
Liberal Arts Colleges	.74	1011
U of M	.74	7782
State Colleges	.64	5598
State Junior Colleges	.45	5354
Private Junior Colleges	.70	239

	MSAT with SAT-V	
	r	N
Liberal Arts Colleges	.72	3090

TABLE 4.1

Percentages of 1968 Freshmen Obtaining

Grade Averages of C or B in

Minnesota Private Liberal Arts Colleges

by High School Rank and by MSAT Score

AUGSBURG COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=211			MSAT N=211		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	52	96	58	46	98	57
80-89	25	96	17	23	94	27
60-79	17	75	3	19	78	7
40-59	5	82	-	10	86	5
20-39	1	*	-	1	*	*
1-19		-	-		-	-

MALES

	HSR N=184			MSAT N=184		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	26	98	54	23	95	57
80-89	18	79	32	16	76	31
60-79	32	73	7	34	81	6
40-59	18	55	3	20	57	14
20-39	4	*	-	5	40	-
1-19	1	*	-	2	*	-

*the number of students in this cell is not large enough to produce a reliable percentage
-no students in this cell

BETHEL COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=138			MSAT N=139		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	30	93	57	22	100	60
80-89	27	89	22	14	95	37
60-79	33	76	11	31	86	12
40-59	9	58	-	19	65	19
20-39	1	-	-	10	71	14
1-19		-	-	5	*	-

MALES

	HSP N=101			MSAT N=101		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	27	89	41	18	100	50
80-89	22	100	18	12	75	17
60-79	24	62	12	26	73	12
40-59	16	31	-	26	54	8
20-39	11	36	-	16	56	12
1-19	1	*	-	3	*	-

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

CARLETON COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=23 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=24 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	96	100	32	95	100	35
80-89	4	*	-	5	*	-
60-79		-	-		-	-
40-59		-	-		-	-
20-39		-	-		-	-
1-19		-	-		-	-

MALES

%ile	HSR N=72 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=72 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	78	91	46	81	91	48
80-89	6	*	*	10	*	*
60-79	17	83	25	6	*	-
40-59		-	-	4	*	-
20-39		-	-		-	-
1-19		-	-		-	-

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- no students in this cell

COLLEGE OF ST. BENEDICT

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=274			MSAT N=268		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	30	99	65	25	100	65
80-89	26	100	36	19	94	44
60-79	24	95	23	28	96	27
40-59	14	87	3	18	98	10
20-39	4	83	8	9	83	12
1-19	3	*	-	1	*	-

COLLEGE OF ST. CATHERINE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=217			MSAT N=218		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	47	98	54	48	95	45
80-89	20	86	14	19	76	22
60-79	24	69	10	18	82	22
40-59	5	64	-	11	71	4
20-39	3	*	-	3	*	-
1-19	1	-	-	1	*	-

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- no students in this cell

COLLEGE OF ST. SCHOLASTICA

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=167			MSAT N=181		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	31	100	75	14	92	68
80-89	25	98	48	21	97	45
60-79	29	78	14	20	92	50
40-59	5	*	*	28	84	26
20-39	7	58	-	11	79	16
1-19	2	*	-	7	83	17

COLLEGE OF ST. THOMAS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

	HSR N=322			MSAT N=318		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	15	98	62	21	82	50
80-89	14	91	33	18	80	27
60-79	31	66	21	28	65	19
40-59	23	49	4	24	53	3
20-39	12	44	3	8	42	-
1-19	5	38	-	2	*	-

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- no students in this cell

CONCORDIA COLLEGE-MOORHEAD

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=226			MSAT N=221		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	40	99	69	25	98	59
80-89	23	88	28	16	86	49
60-79	27	79	8	28	90	37
40-59	8	47	5	19	81	19
20-39	2	-	-	9	58	10
1-19		-	-	3	*	-

MALES

%ile	HSR N=196			MSAT N=194		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	19	95	63	18	94	56
80-89	24	89	32	18	89	37
60-79	30	75	19	18	68	24
40-59	19	54	3	25	77	10
20-39	8	47	-	14	59	15
1-19		-	-	8	50	6

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\- no students in this cell

CONCORDIA COLLEGE-ST. PAUL

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=120 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=120 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	46	96	47	27	97	52
60-79	25	77	10	21	96	36
40-59	22	59	4	25	73	13
20-39	5	*	-	21	60	4
1-19	2	*	*	6	*	-

MALES

%ile	HSR N=95 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=97 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	26	96	56	25	96	46
60-79	31	86	7	22	71	24
40-59	22	48	5	15	93	7
20-39	12	46	-	21	60	-
1-19	9	*	-	18	18	-

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\- *no students in this cell*

DR. MARTIN LUTHER COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=54			MSAT N=58		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	39	100	76	38	100	50
60-79	20	91	9	31	89	53
40-59	17	*	-	17	90	10
20-39	20	55	-	10	*	-
1-19	4	*	-	3	*	-

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GUSTAVUS ADOLPHUS COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=235			MSAT N=249		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	43	98	51	38	95	53
80-89	25	86	22	20	82	28
60-79	28	74	6	26	88	17
40-59	3	*	*	9	83	9
20-39		-	-	6	80	-
1-19		-	-	1	*	-

MALES

	HSR N=196			MSAT N=223		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	29	96	52	32	89	47
80-89	27	91	23	16	91	23
60-79	31	79	13	23	83	10
40-59	12	65	-	17	80	15
20-39	1	*	-	9	71	10
1-19	1	-	-	2	*	-

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- no students in this cell

HAMLINE UNIVERSITY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=111			MSAT N=111		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of C or Higher	B or Higher
90-99	40	98	57	34	100	58
80-89	23	88	35	15	88	35
60-79	31	82	18	29	88	31
40-59	6	*	-	14	73	7
20-39		-	-	6	*	*
1-19		-	-	2	*	-

MALES

	HSR N=110			MSAT N=110		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	36	95	57	26	93	41
80-89	25	89	7	16	94	33
60-79	27	60	7	28	74	19
40-59	12	69	-	21	70	9
20-39		-	-	7	*	*
1-19		-	-	1	*	-

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MACALASTER COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=142			MSAT N=152		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	70	95	46	71	93	43
80-89	20	90	17	20	87	26
60-79	9	77	15	9	100	14
40-59		-	*			
20-39		-	-		-	-
1-19		-	-		-	-

MALES

	HSR N=127			MSAT N=139		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	50	94	60	50	88	52
80-89	28	78	31	27	76	27
60-79	18	52	4	16	68	27
40-59	4	*	-	6	*	*
20-39		-	-	1	*	-
1-19		-	-		-	-

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ST. JOHN'S UNIVERSITY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

	HSR N=286			MSAT N=245		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
90-99	30	95	52	28	85	35
80-89	23	91	14	21	88	20
60-79	27	73	6	29	81	15
40-59	16	47	2	16	65	12
20-39	3	70	-	5	75	8
1-19	1	*	-		*	-

ST. MARY'S COLLEGE - WINONA

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

	HSR N=143			MSAT N=127		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of	
%ile	% of class	C or Higher		% of class	C or Higher	B or Higher
90-99	17	100	60	18	87	52
80-89	13	94	39	15	95	26
60-79	31	96	24	20	88	27
40-59	23	67	12	19	83	17
20-39	11	56	-	13	76	24
1-19	4	*	-	14	78	6

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ST. OLAF COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=151 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=151 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	68	99	54	64	99	51
80-89	25	92	19	21	97	36
60-79	7	70	30	13	79	21
40-59	1	-	-	2	*	*
20-39		-	-	1	*	*
1-19		-	-		-	-

MALES

%ile	HSR N=191 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=191 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	47	97	54	41	89	42
80-89	25	90	25	25	92	31
60-79	21	58	10	22	74	29
40-59	4	*	*	10	65	30
20-39	3	*	*	1	*	-
1-19		-	-	1	*	-

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ST. PAUL BIBLE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=84			MSAT N=85		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	26	86	18	11	*	*
60-79	26	59	-	21	72	11
40-59	23	42	-	21	50	-
20-39	20	29	-	26	54	-
1-19	5	*	-	21	23	-

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TABLE 4.2

Percentages of 1968 Freshmen Obtaining

Grade Averages of C and of B

in University of Minnesota Colleges by

High School Rank and MSAT Score

University of Minnesota

COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

		HSR N=193			MSAT N=180	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	53	92	40	36	92	43
60-79	30	79	17	24	75	18
40-59	17	47	6	20	80	29
20-39		*	-	14	60	8
1-19		-	-	6	64	-

MALES

		HSR N=265			MSAT N=234	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	37	89	31	25	81	29
60-79	38	70	8	23	75	23
40-59	23	46	7	25	61	7
20-39	2	*	-	23	62	2
1-19		-	-	4	*	-

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University of Minnesota

COLLEGE OF LIBERAL ARTS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1971 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=1990 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	35	92	47	34	90	44
80-89	24	80	18	19	79	24
60-79	29	67	10	25	71	14
40-59	10	56	7	17	65	8
20-39	2	47	9	5	54	3
1-19		*	-	1	55	9

MALES

%ile	HSR N=1781 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=1812 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	23	88	45	27	82	39
80-89	22	74	20	18	73	20
60-79	34	62	10	31	64	13
40-59	17	50	7	20	55	8
20-39	4	57	11	5	54	8
1-19		*	-		*	-

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University of Minnesota

CROOKSTON

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=176			MSAT N=149		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	9	87	40	9	77	38
60-79	17	87	40	14	86	38
40-59	28	80	16	16	71	29
20-39	28	61	14	22	82	15
1-19	18	47	6	39	66	12

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University of Minnesota

DENTAL HYGIENE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=32			MSAT N=32		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	75	67	17	63	75	20
60-79	19	*	-	34	46	-
40-59	6	*	-	3	-	-
20-39		-	-		-	-
1-19		-	-		-	-

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University of Minnesota

DULUTH

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=607			MSAT N=593		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	51	83	24	27	87	37
60-79	30	50	2	26	66	5
40-59	11	30	-	23	50	5
20-39	7	18	-	14	47	1
1-19	1	-	-	9	16	-

MALES

%ile	HSR N=718			MSAT N=698		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	25	81	28	17	77	30
60-79	29	56	10	26	54	9
40-59	25	30	-	23	43	7
20-39	15	30	1	21	38	2
1-19	6	13	-	13	24	2

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University of Minnesota

EDUCATION

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=70			MSAT N=71		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	54	68	13	25	83	22
60-79	33	61	4	31	55	-
40-59	10	*	-	24	47	6
20-39	3	-	-	17	50	8
1-19		-	-	3	*	-

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University of Minnesota

GENERAL COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=313 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=318 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	2	*	*	1	*	-
60-79	16	86	35	6	100	21
40-59	30	80	16	21	87	22
20-39	32	69	11	30	83	19
1-19	21	63	6	42	57	9

MALES

%ile	HSR N=490 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=492 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	1	*	*	1	Validity coefficient less than .20	
60-79	8	90	18	5		
40-59	24	78	23	22		
20-39	40	72	16	36		
1-19	27	48	11	36		

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University of Minnesota

INSTITUTE OF TECHNOLOGY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=23 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=23 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	65	93	53	48	100	73
80-89	26	*	-	35	*	-
60-79	9	*	-	13	*	-
40-59		-	-	4	-	-
20-39		-	-		-	-
1-19		-	-		-	-

MALES

%ile	HSR N=601 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=600 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
90-99	49	89	41	33	89	42
80-89	27	71	17	22	83	31
60-79	19	66	9	23	71	18
40-59	4	60	12	15	70	8
20-39		*	-	5	59	18
1-19		-	-	1	*	-

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University of Minnesota

MORRIS

Norms and Expectancy Tables for First Year Grade Point Averages Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=170 % of class	HSR Chances in 100 of a freshman obtaining an average grade of: C or Higher	HSR B or Higher	MSAT N=169 % of class	MSAT Chances in 100 of a freshman obtaining an average grade of: C or Higher	MSAT B or Higher
90-99	42	100	60	23	97	59
80-89	26	82	13	15	88	40
60-79	24	66	7	31	85	27
40-59	6	50	20	22	76	14
20-39	1	-	-	8	50	-
1-19	1	-	-	2	*	*

MALES

%ile	HSR N=235 % of class	HSR Chances in 100 of a freshman obtaining an average grade of: C or Higher	HSR B or Higher	MSAT N=231 % of class	MSAT Chances in 100 of a freshman obtaining an average grade of: C or Higher	MSAT B or Higher
90-99	24	93	51	16	86	50
80-89	25	73	27	20	80	37
60-79	37	56	5	34	65	13
40-59	13	55	-	19	60	2
20-39	1	*	-	10	56	13
1-19		-	-	2	*	-

** the number of students in this cell is not large enough to produce a reliable percentage*
\- no students in this cell

TABLE 4.3

Percentages of 1968 Freshmen Obtaining
Grade Averages of C or B in
Minnesota State Colleges
by High School Rank and by MSAT Score

BEMIDJI STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=433			MSAT N=372		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	42	91	34	19	90	32
60-79	27	69	14	24	77	23
40-59	22	44	2	23	71	16
20-39	8	36	6	18	55	9
1-19	2	*	-	16	34	3

MALES

	HSR N=463			MSAT N=393		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	16	90	38	10	90	46
60-79	26	75	15	20	65	14
40-59	30	54	2	24	60	9
20-39	21	36	1	29	58	4
1-19	8	14	3	17	32	2

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\- *no students in this cell*

MANKATO STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1099 % of class	HSR Chances in 100 of a freshman obtaining an average grade of: C or Higher	HSR B or Higher	MSAT N=1084 % of class	MSAT Chances in 100 of a freshman obtaining an average grade of: C or Higher	MSAT B or Higher
80-99	31	90	44	18	87	45
60-79	28	72	15	22	76	26
40-59	23	46	4	25	68	18
20-39	13	30	2	22	48	4
1-19	4	30	4	14	34	4

MALES

%ile	HSR N=942 % of class	HSR Chances in 100 of a freshman obtaining an average grade of: C or Higher	HSR B or Higher	MSAT N=934 % of class	MSAT Chances in 100 of a freshman obtaining an average grade of: C or Higher	MSAT B or Higher
80-99	14	89	46	12	72	37
60-79	23	72	20	18	72	24
40-59	28	48	6	25	60	11
20-39	23	41	5	24	48	8
1-19	12	22	1	20	34	3

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- no students in this cell

MOORHEAD STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=448 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=461 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	40	91	41	22	89	51
60-79	34	73	11	26	85	25
40-59	20	54	6	24	65	16
20-39	5	38	--	20	71	9
1-19	2	*	-	9	50	2

MALES

%ile	HSR N=417 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=421 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	22	90	48	15	92	49
60-79	27	71	18	23	72	29
40-59	32	56	6	25	68	15
20-39	16	34	3	25	46	5
1-19	3	50	17	11	46	4

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- no students in this cell

ST. CLOUD STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1067			MSAT N=1029		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	42	90	43	28	91	47
60-79	34	73	16	24	80	25
40-59	18	57.	5	25	70	16
20-39	5	30	4	16	59	6
1-19	1	25	8	6	55	6

MALES

%ile	HSR N=989			MSAT N=940		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	22	87	41	15	82	35
60-79	29	71	12	23	65	14
40-59	28	48	3	27	58	12
20-39	17	34	3	21	50	7
1-19	4	15	5	13	41	4

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\- *no students in this cell*

WINONA STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=416 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=364 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	32	95	50	20	94	60
60-79	33	78	20	18	85	33
40-59	22	49	5	25	70	17
20-39	12	48	2	21	65	13
1-19	1	*	*	16	51	4

MALES

%ile	HSR N=520 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=275 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	12	87	38	9	92	23
60-79	27	80	12	16	88	16
40-59	32	63	4	25	61	12
20-39	23	47	4	28	53	5
1-19	7	24	5	22	50	

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TABLE 4.4

Percentages of 1968 Freshmen Obtaining
Grade Averages of C and of B
in Minnesota State Junior Colleges by
High School Rank and MSAT Score

AUSTIN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=191 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=167 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	37	96	46	22	94	39
60-79	26	76	12	21	83	31
40-59	19	33	3	16	73	19
20-39	12	26	4	23	50	8
1-19	6	46	-	19	34	6

MALES

%ile	HSR N=258 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=233 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	15	92	49	13	90	48
60-79	19	60	6	18	60	10
40-59	27	51	3	18	55	7
20-39	24	43	5	24	51	4
1-19	15	28	8	27	33	5

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- no students in this cell

ANOKA-RAMSEY STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=236 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=218 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	25	92	56	9	84	63
60-79	34	84	22	19	83	31
40-59	22	60	13	23	76	24
20-39	15	54	11	29	71	16
1-19	4	*	*	20	58	12

MALES

%ile	HSR N=379 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=363 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	9	76	33	8	79	25
60-79	24	62	11	16	63	18
40-59	28	60	9	21	55	10
20-39	25	63	10	26	58	12
1-19	14	46	13	29	53	5

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- no students in this cell

BRAINERD STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=79 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=79 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	33	85	62	18	100	71
60-79	37	83	17	16	77	46
40-59	15	42	-	16	77	31
20-39	13	30	-	20	63	6
1-19	3	-	-	29	43	4

MALES

%ile	HSR N=112 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=116 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	14	75	31	16	72	28
60-79	24	63	22	14	62	12
40-59	28	39	-	17	50	10
20-39	23	19	-	26	23	3
1-19	11	-	-	28	19	-

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FERGUS FALLS STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSP N=88			MSAT N=77		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	32	89	61	22	94	47
60-79	32	89	18	19	80	40
40-59	16	50	-	17	85	31
20-39	16	36	-	26	55	10
1-19	5	*	-	16	33	-

MALES

	HSR N=135			MSAT N=139		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	8	91	36	12	88	44
60-79	14	74	21	17	67	8
40-59	30	49	-	19	41	4
20-39	29	31	5	21	45	7
1-19	19	20	4	31	28	2

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HIBBING STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=170 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=167 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	35	100	54	28	94	53
60-79	30	74	12	26	86	16
40-59	23	67	3	16	73	8
20-39	11	67	6	19	72	12
1-19	2	*	-	11	53	10

MALES

%ile	HSR N=165 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=164 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	17	89	29	15	83	25
60-79	22	68	14	12	78	10
40-59	25	58	7	23	70	13
20-39	22	36	6	28	44	9
1-19	14	30	4	23	39	8

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ITASCA STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=66			MSAT N=65		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	29	90	68	20	100	69
60-79	36	100	21	17	82	36
40-59	21	64	7	25	81	19
20-39	11	*	-	20	92	8
1-19	3	*	-	18	33	8

MALES

	HSR N=140			MSAT N=127		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	10	93	43	12	93	20
60-79	26	64	17	17	59	18
40-59	23	53	3	18	48	9
20-39	25	34	-	22	46	4
1-19	16	13	-	31	28	3

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LAKEWOOD STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=195			MSAT N=182		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	25	84	39	10	79	42
60-79	32	77	18	30	89	22
40-59	24	66	13	28	78	16
20-39	14	61	14	20	58	11
1-19	5	*	-	21	51	10

MALES

	HSR N=363			MSAT N=325		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	6	83	35	5	76	12
60-79	22	67	12	13	57	19
40-59	29	50	11	26	55	11
20-39	28	36	4	24	49	8
1-19	14	35	6	32	38	6

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- no students in this cell

MESABI STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=146			MSAT N=156		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	25	92	46	24	89	45
60-79	34	76	18	19	86	24
40-59	27	38	2	23	44	11
20-39	14	35	-	21	59	9
1-19		-	-	13	33	5

MALES

	HSR N=200			MSAT N=218		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	15	87	43	22	65	22
60-79	26	56	4	16	51	9
40-59	25	32	-	26	34	4
20-39	22	23	2	19	32	-
1-19	12	8	-	17	8	-

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METROPOLITAN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR			MSAT		
	N=77			N=72		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	16	92	42	6	*	*
60-79	19	80	47	22	75	38
40-59	35	70	18	22	75	38
20-39	21	75	38	28	75	15
1-19	9	*	-	22	75	12

MALES

	HSR			MSAT		
	N=141			N=135		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	6	*	*	7	Validity coefficient less than .20	
60-79	14	65	35	15		
40-59	28	72	33	19		
20-39	33	53	17	23		
1-19	19	52	15	36		

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NORMANDALE STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=256			MSAT N=240		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	16	95	61	14	82	38
60-79	24	77	23	19	64	27
40-59	30	63	13	25	63	15
20-39	19	38	10	22	59	18
1-19	11	26	-	20	40	6

MALES

%ile	HSR N=468			MSAT N=435		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	7	69	23	9	67	18
60-79	14	67	13	13	54	14
40-59	26	42	6	24	37	4
20-39	32	32	8	26	42	5
1-19	20	33	5	29	34	7

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NORTH HENNEPIN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=206			MSAT N=190		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	23	89	47	11	80	45
60-79	31	67	14	15	83	24
40-59	24	47	4	17	59	19
20-39	16	41	3	31	56	10
1-19	7	21	7	26	40	2

MALES

	HSR N=349			MSAT N=303	
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher B or Higher
80-99	7	52	26	7	Validity coefficient less than .20
60-79	19	57	9	13	
40-59	32	33	4	19	
20-39	29	34	4	31	
1-19	13	19	-	30	

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NORTHLAND STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=135			MSAT N=129		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of	
) %ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	21	100	54	14	100	72
60-79	23	71	3	15	79	11
40-59	26	57	6	19	50	4
20-39	19	36	-	22	64	7
1-19	12	37	6	31	48	-

RAINY RIVER STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=108			MSAT N=90		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	30	94	61	9	*	*
60-79	27	86	21	19	88	35
40-59	18	84	16	26	78	26
20-39	18	42	5	26	65	22
1-19	8	*	-	21	58	-

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ROCHESTER STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=408			MSAT N=319		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	30	77	34	20	74	31
60-79	30	60	11	23	71	24
40-59	21	48	6	24	58	11
20-39	15	49	20	16	53	6
1-19	4	33	-	17	42	7

MALES

%ile	HSR N=398			MSAT N=342		
	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	8	91	39	14	78	31
60-79	24	72	24	11	69	18
40-59	24	56	12	22	57	13
20-39	27	49	7	26	53	7
1-19	17	36	6	26	48	9

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VERMILLION STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=118			MSAT N=104		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	19	100	55	17	84	16
60-79	22	58	12	14	80	13
40-59	24	54	-	22	48	13
20-39	19	22	-	22	43	-
1-19	16	21	-	24	12	8

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WILLMAR STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR			MSAT		
	N=78			N=80		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	24	100	53	14	100	7[illegible]
60-79	26	90	30	16	92	46
40-59	27	86	14	26	95	29
20-39	22	76	18	28	91	14
1-19	1	-	-	16	70	15

MALES

	HSR			MSAT		
	N=168			N=195		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	7	92	50	9	72	33
60-79	18	80	17	11	73	9
40-59	28	75	4	19	71	18
20-39	30	56	2	28	69	7
1-19	17	48	3	32	58	6

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- no students in this cell

WORTHINGTON STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=112			MSAT N=76		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	21	92	62	9	*	*
60-79	29	94	18	20	73	33
40-59	24	48	15	26	60	20
20-39	19	28	10	29	68	18
1-19	6	*	-	16	42	-

MALES

	HSR N=230			MSAT N=151		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	14	85	58	10	87	53
60-79	15	74	9	11	71	35
40-59	23	56	12	20	53	10
20-39	30	38	3	30	52	4
1-19	18	12	-	28	37	5

* *the number of students in this cell is not large enough to produce a reliable percentage*

\- *no students in this cell*

TABLE 4:5

Percentages of 1968 Freshmen Obtaining

Grade Averages of C and of B in

Minnesota Private Junior Colleges

by High School Rank and MSAT Score

BETHANY LUTHERAN JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

	HSR N=71			MSAT N=77		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	34	100	75	25	100	79
60-79	27	89	26	22	76	35
40-59	21	60	7	21	75	12
20-39	14	40	-	19	67	7
1-19	4	-	-	13	30	-

CORBETT JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

	HSR N=21			MSAT N=21		
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade o	
%ile	% of class	C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	24	*	*	24	*	*
60-79	14	*	-	10	*	*
40-59	14	*	*	14	*	*
20-39	38	*	*	10	*	-
1-19	10	-	-	43	*	-

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- no students in this cell

CROSIER SEMINARY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

	HSR N=45			MSAT N=46		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	22	100	70	48	100	50
60-79	27	100	75	26	100	42
40-59	18	*	-	13	*	*
20-39	20	*	*	4	*	-
1-19	13	*	-	9	*	-

ST. MARY'S JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

	HSR N=164			MSAT N=131		
%ile	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	% of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	18	86	41	10	77	39
60-79	26	74	19	15	75	15
40-59	30	59	4	31	73	20
20-39	19	52	3	21	52	4
1-19	8	15	-	23	37	3

* the number of students in this cell is not large enough to produce a reliable percentage
- no students in this cell

GOLDEN VALLEY LUTHERAN COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=92 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=77 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	17	94	56	16	92	67
60-79	25	87	30	10	*	*
40-59	22	70	15	16	83	42
20-39	29	78	7	22	77	12
1-19	7	*	*	36	64	7

MALES

%ile	HSR N=64 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher	MSAT N=54 % of class	Chances in 100 of a freshman obtaining an average grade of: C or Higher	B or Higher
80-99	5	*	*	4	*	-
60-79	19	92	33	19	60	20
40-59	25	69	19	17	*	*
20-39	22	36	-	13	*	-
1-19	30	21	-	48	38	8

* *the number of students in this cell is not large enough to produce a reliable percentage*
\- *no students in this cell*